



## **Graduate Certificate in Tertiary Learning and Teaching**

# ***Constructing Courses to Enhance Learning*** **(level 7, 10 credits)**

**Start and Finish Dates:** 13 February 2012 to 22 June 2012

**Facilitator:**

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**Total Learning Hours:** 100

**Contact Hours:** 30

**Self-directed Hours:** 70

**Face to face workshop:** February 24 (10-12), March 21 (1-3), April 27 (10-12), and May 23 (1-3). Other assistance available at any time and regular online tutorials provided.

**Introduction:**

Welcome to Constructing Courses to Enhance Learning! You will experience a variety of learning methods and approaches in this course, which will serve as exemplars from which you can select to use in your own course design. These will include online tutorials and discussion, research activities, and additional tutorials by arrangement. Activities in the course require your participation online and are all assessed. They will begin in the second week. However, this requirement will be introduced and fully explained at the first face-to-face session.

**Aim:**

To assist participants to design flexible learner centred courses and integrated programmes linking outcomes with learning activities, content and assessment, and accommodate learner, discipline, departmental, organisational, and industrial or professional body needs.

**Learning outcomes:**

At the successful completion of this course, participants will be able to:

1. make informed choices about learner centred pedagogy, taking contextual factors into account;
2. liaise with stakeholder groups to establish diverse learner needs;
3. co-negotiate collaborative support mechanisms for the design phase;
4. critique existing flexible design approaches, consider delivery implications for each and apply a reflective and a rigorous selection process;
5. develop a new design approach or modify an existing one, critiquing each phase;
6. plan and design a course or component of a programme which demonstrates multiple understandings of flexible learning and teaching and applies professional practices;
7. consult with colleagues (both within and beyond the institution) throughout the design process
8. evaluate all aspects of course/programme design.

**Content:**

The course will have a “home” on Moodle, but other sources of information and communication will be linked from this to cover the following topics:

1. An analysis of the proposed learners and their context: learner diversity, the institutional vision; discipline, professional and industry expectations and responsibilities; and other stakeholder perspectives.
2. Design theory and course/curriculum design approaches, emphasising active learning, workplace practices and flexible delivery modes.  
Integrated course/curriculum planning which link specific and generic learning outcomes to learning activities and teaching strategies, content and assessment, and take into account levels, learners, disciplines, as well as industry/professional body expectations and requirements.
3. Development of learning and assessment environments clarifying an appropriate balance of face to face, blended or distributed including on-line or other interactions to achieve planned learning outcomes; designing interactive learning objects, activities and materials to support learner centred learning; maintaining currency with developments in technology and incorporating them when appropriate.
4. Implementation plan, including the roles of reflection, collaboration, and conversation in curriculum and course development, as well as communicating and disseminating aspects of design practice and theoretical ideas about teaching and learning design within and beyond specific disciplines in order to justify design decisions.
5. Models of evaluation and moderation of course design, e.g. peer review, student feedback.

**To pass this course, students must engage with and undertake the terms requirements and satisfy the requirement of the major assessment.**

**Terms Requirements:**

Engagement with and submission of the five written activities relating to each of the five content phases (see below).

**Assessment:**

There are five activities (corresponding with the five phases of the design process outlined above) which will help the facilitator to assess your learning during this course. These will also form the basis of the principal assessment, the presentation of your course design to your fellow students, along with your justification of the design decisions that you have made.

Technical assistance will be available with any form of presentation that you choose. Please note that all online postings will be on password-protected sites unless you wish them to be made public.

*Assessment schedule*

<b>Activity</b>	<b>Related learning outcome</b>	<b>Suggested form</b>	<b>Due date</b>
1. Analysis of learners and context	1, 2, 6, 7	Online discussion (collaborative)	March 16
2. Design overview	1, 2, 3,4, 6, 7	Wiki (collaborative)	April 13
3. Development ideas	2, 3, 4, 5, 6, 7	Blog (individual with peer feedback)	May 11
4. Implementation plan	3, 4, 6, 7,	Web page (individual)	June 1
5. Evaluation discussion and presentation	2, 4, 7, 8	Online discussion (collaborative) and presentation (individual)	June 22

**So what do I have to do in these assessment activities?****1. Analysis of learners and context: (suggested learning hours – 10)**

Go to the Discussion Forum of the Moodle site, Creating Courses to Enhance Learning, and add a new thread with your name in the title.

Add a posting describing the learners and their context for the course which you wish to design (or re-design).

Read other students' postings and comment on them; and respond to any comments made concerning your posting.

Respond online to the questions or comments from the facilitator or co-facilitators.

**Marking criteria:**

- Description of learners and context posted to discussion forum addressing learner diversity, the institutional vision; discipline, professional and industry expectations and responsibilities; and other stakeholder perspectives.
- Responses and comments indicate engagement with other students as potential stakeholders in course design.

**2. Design overview: (suggested learning hours – 15)**

Participate in the setting-up of a collaborative website (a wiki) on design

theory and design models appropriate to your course. Technical assistance will be provided.

**Marking criteria:**

- Your contribution will include one theoretical perspective which you have researched and referenced; and is appropriate to your course and learners
- Your planning will link learning outcomes to learning activities and teaching strategies, content and assessment.
- Your contribution will give examples showing how you have taken into account levels, learners, disciplines, as well as industry/professional body expectations and requirements.

**3. Development ideas (suggested learning hours – 15)**

Create your own learning weblog (Blog) in which you record your developing ideas about the practicalities of the proposed design of your course. You must address how you are going to provide an appropriate balance of face to face and flexible learning materials and assessment methods. The language and style may be quite informal, and technical assistance will be provided.

**Marking criteria:**

- Existing learning activities critically reviewed – what works and what doesn't.
- Proposed learning objects, media and activities are described, as well as the way in which they will be used.
- Reflection on resourcing, including any new technologies, staffing and training provided.

**4. Implementation Plan (suggested learning hours – 15)**

What are the steps and the approximate timeline for the implementation of your course design? How can you be sure that this plan will satisfy the needs of the learners and the other stakeholders? At what stages will you need the resources that you have identified?

This information should be set out in a clear plan on a static webpage with links to relevant references, conversations, letters of support, minutes of meetings or any other relevant information. A Word document converted to a web page using eXe is the recommended technology to produce this (and training in its use will be provided), but any html editing programme with which you are already familiar may be used.

**Marking criteria:**

- Web page produced showing steps and timelines
- At least three relevant internal links and three relevant external links.

**5. Evaluation Plan (suggested learning hours – 10)**

How will you evaluate the success of your new course design? Who will you ask to review your design and test it before you go live? How will you monitor its success as you use it, and at the end of the first offering? What criteria will you use to judge success? How will you gather your data? What will you do with the information obtained?

The answers to these questions should be posted to a new thread in the

Discussion Forum, and you will be asked to critically evaluate the evaluation plans of two of your fellow students.

**Marking criteria:**

- Posting of answers to above questions.
- Clear overview of proposed evaluation plan, including introduction, methods and data collection strategies,
- Responses showing understanding and critical review made to two other postings.
- Feedback on own posting is reflected upon and responded to constructively.

**Presentation (suggested preparation time – 5 hours)**

All that remains is to put it all together in a form to present to your classmates. This can be done in any form that suits you **except** face to face – we are all busy people and we need to access your presentation in our own time and place – just like many of our students!

For example, you could use a slide presentation with recorded audio (Powerpoint, Slideshare, Bubbleshare), an Elluminate conference, digital storytelling using Windows Moviemaker or similar, or any other method of presentation that enables all participants in the course to access it.

Technical assistance will be provided.

**Recommended reading:**

Anderson, T. & Elloumi, F. (Eds) (2003). Theory and practice of online learning. Canada: Athabasca University. Available at:  
[http://cde.athabascau.ca/online\\_book/](http://cde.athabascau.ca/online_book/)

Blackall, L. (2005). Teach and Learn Online. <http://lulu.com/leighblackall>

Collis, B., & Moonen, J. (2002). Flexible learning in a digital world, experiences and expectations. London: Kogan Page.

Ellis, A., Torokfalvy, P. and Carswell, L. (1998). A development strategy for subjects delivered in flexible mode. ASCILITE conference proceedings, Flexibility the next wave? University of Wollongong. Available at: <http://www.ascilite.org.au/conferences/wollongong98/asc98-pdf/elliscarswell.pdf>

Hegarty, B. (2004). *The Impact of Technology on the Quality of Teaching and Learning in Tertiary Institutions: Literature Review*. Project completed as part of the requirements for a Doctorate in Education, University of Wollongong, NSW.

Koumi, J. (2006) Designing Video and Multimedia for Open and Distance Learning. London:Routledge

Lockwood, F., & Gooley, A.(Eds.). (2001). Innovation in open & distance learning. London: Kogan Page.

Marler, T. (2005). Strategies to enhance synergies between online learning communities and communities of practice. ODLAA conference proceedings, Breaking down Boundaries, Adelaide, Australia. Available at: <http://www.unisa.edu.au/odlaaconference/PPDF2s/85%20odlaa%20-%20Marler.pdf>

Reushle, S., Dorman, M., Evans, P., Kirkwood, J., McDonald, J., and Worden, J. (1999). Critical elements: Design for online teaching. *Proceedings of ASCILITE99*. Available at: <http://www.ascilite.org.au/conferences/brisbane99/papers/reushledorman.pdf>

Rowntree, D. (1992) "Evaluating open learning" in *Exploring Open and Distance Learning*, Kogan Page, London.

Siemens, G. (2004). Connectivism - A learning theory for a digital age. <http://www.elearnspace.org/Articles/connectivism.htm>

Sloan, R. & Thompson, M. (2005). 8 Minute Movie - Evolving Personalised Media Construct (EPIC) - <http://www.robinsloan.com/epic/>

US Department of Education (2009) Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies  
<http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>